Observed Behavior

7. Did the instructor provide the students with a copy of the story? YES NO

LL or LL	HL or HL or HL	immediately	☐
		after a break	☐
		the next day	☐
		other _____	☐

8. Did the instructor use the dictated story to develop reading skills YES NO

LL or LL or LL or LL or LL	HL or HL	matching words with visuals	☐
		sight words	☐
		word order within a sentence	☐
		sequencing	☐
		word attack skills (sound/symbol correspondence)	☐
		other _____	☐

	YES	NO
Lesson Plan		
Review		
Attached		

Stage of Lesson: Check stage(s) observed.
warm up ____
presentation ____
practice ____
application ____

Follow up activity agreed upon:

_____

_____

_____

_____

_____

REV: 01/08/87

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Instructor _____ District _____

Coach _____ Site _____

Date and Length of Observation _____ Level of Class _____

FEEDBACK FORM: READING

			Observed Behavior	
1.	Did the instructor provide a preliminary activity?		YES	NO
	LL	by having students predict with pictures	☐	
	or			
	LL HL	by having students respond to preliminary discussion questions	☐	
		other _____	☐	
2.	Did the instructor provide materials that focused on a purpose for reading?		YES	NO
	LL HL	life skills (ads, schedules)	☐	
	or or			
	LL HL	narrative-informational (newspaper article)	☐	
	or			
	HL	entertainment	☐	
	or			
	LL	language development (reinforcement of language structures)	☐	
		other _____	☐	
3.	Did the instructor provide an activity that focused on general meaning?		YES	NO
	HL	by having students skim for main ideas	☐	
	or			
	LL HL	by having students select a title	☐	
		other _____	☐	

REV: 01/09/87

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Observed Behavior

4. Did the instructor provide an activity that required students to get detail? YES NO

LL HL by having students answer comprehension questions ☐

information required for answer contained in question ☐

information required for answer contained in one sentence ☐

answer requires getting information from more than one sentence ☐

or or
LL HL by having students scan ☐

other _____ ☐

5. Did the instructor provide an activity that had students interpret the reading? YES NO

LL HL by making inferences ☐
or or
LL HL by evaluating or judging based on their own experiences ☐

other _____ ☐

6. Did the instructor provide an activity that builds reading skills? YES NO

HL guessing meaning (vocabulary in context) ☐
or
LL HL predicting (e.g., cloze) ☐
or or
LL HL sequencing (e.g., putting sentence strips ☐
or or in order)

LL HL decoding ☐

other _____ ☐

REV: 01/09/87

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Observed Behavior

7. Did the instructor provide a culminating activity for the whole group? YES NO

LL HL by having students paraphrase, summarize ☐
or or
LL HL by providing practice on general problem areas ☐
or or
LL HL by providing opportunites for students to relate the language or situation to their own lives ☐

other _____ ☐

	YES	NO
Lesson Plan		
Review		
Attached		

Follow up activity agreed upon:

_____

_____

_____

_____

_____

Stage of Lesson: Check stage(s) observed.
warm up ____
presentation ____
practice ____
application ____

REV: 01/09/87

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APPENDIX B

Classroom Observation Form

T.I.P. Summary Form

ESL TEACHER INSTITUTE
Classroom Observation Form

Instructor _____ District _____

Observer _____ Site _____

Date and Length of Observation: Level of Class _____

Class Period
Begins _____ Ends _____

Observation Date _____
Begins _____ Ends _____

* *

LESSON PLAN? _____ REVIEWED? _____ ATTACHED? _____

COMPETENCY OBJECTIVE: _____

_____

RELATED LANGUAGE SKILLS-Circle those appropriate: L S R W

* *

	LISTENING	SPEAKING	READING	WRITING
WARM UP/ REVIEW				
PRESENTATION				
PRACTICE				
APPLICATION				

FOCUSED LISTENING

SPEAKING (CONTROLLED): Early Production (EP) ___ Drills (Dr.) ___
Dialogues (D) ___ Pair Practice (PP) ___ Language Generating ___

SPEAKING (LESS CONTROLLED): Role Play (RP) ___ Information Gap (IG) ___

READING: Language Experience (LEA) ___ Reading (R) ___

REV: 01/06/87

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ESL TEACHER INSTITUTE
Classroom Observation Form

Definitions of Terms

Lesson

Instruction focused on one objective, which includes presentation, practice, and application, not always completed in one class period.

Warm Up/Review

Previously practiced/learned material being reviewed, used for interaction, getting students comfortable; ideally blends into lesson; students actively involved.

Presentation

Teacher-centered, little or no student production; focused on introduction of new material.

Practice

Student use of the new material presented; ideally involves interaction of several types (e.g., whole groups, small groups, pairs) and several techniques (e.g., repetition, question/answer).

Application

Students use the language in a new situation relevant to their own lives.

01/06/87

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C. SUMMARY FORM

Agency _____ Site _____ Class _____ Level _____ Teacher _____

Date _____ No. of Students _____ Male _____ Female _____ Comments _____

Lesson Observed: _____

Subject Area: (if applicable e.g. ESL, Reading, etc) _____

Total minutes of Observation _____

OBSERVABLE BEHAVIORS

Stages of Lesson Observed	Lifeskills/Basic Skills Covered	Teacher's Monitoring of Student Performance	Learning Styles Addressed	Materials Used	Classroom Grouping Strategies Employed	Time Spent (place an "x")
___ Warm-up	___ Lifeskills	___ Checks Comprehension	Modality / Technique	Category / Description	Methods of Grouping / Task	Teacher Presentation
___ Review		___ Establishes Rapport	___ Aural	___ Book	___ Whole Group	. | . | .
___ Presentation		___ Provides Explanations			___ Small Group	Student Practice Activity
___ Practice		___ Asks Questions	___ Visual	___ Handout	___ Pairs	group/paired
___ Guided Lifeskill Application	___ Basic Skills	___ Obtains Student Responses	___ Oral	___ Audio-visual	___ Individual	. | . | .
			___ Kinesthetic	___ Other		Individual
						. | . | .

RATINGS *

Overall Organization of Learning Activity Rating	Lifeskill Competency Application Rating	Teacher's Monitoring of Student Performance Rating	Teaching to a Variety of Learning Styles Rating	Appropriateness of Materials Rating	Classroom Grouping Strategies Rating
_____	_____	_____	_____	_____	_____

Comment _____

* See Attached Criteria

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APPENDIX C

ESL Teacher Institute
Evaluation Forms

DNAE

EVALUATION OF ESL TEACHER INSTITUTE

SESSION _____ FACILITATOR(S) _____

ADULT ED AGENCY _____ LOCATION _____ DATE _____

In an effort to improve our services, we are asking you to evaluate both the CONTENT of the workshop presentation and the APPROPRIATENESS of the selection of the workshop.

EVALUATION OF WORKSHOP:		(Circle Appropriate Number)				
1. Were the objectives for this presentation clear?	Vague	1*	2	3	4	Clear
2. How helpful were the activities to the attainment of the objectives?	Very Little	1*	2	3	4	Very Much
3. Was the workshop well-paced?	Poorly Paced	1*	2	3	4	Well Paced
4. Were the materials and audio visual aids used effectively?	Not Effective	1*	2	3	4	Very Effective
5. Did you understand the main concepts?	Little	1*	2	3	4	Fully
6. Are you prepared to apply the concepts?	Little	1*	2	3	4	Fully

RECOMMENDATIONS/CONCERNS/REMARKS:

7. What I found most useful was . . .

8. What I found least useful was . . .

9. What I would like more of is . . .

EVALUATION OF WORKSHOP SELECTION:

10. How appropriate was the workshop in meeting your needs?	Not Appropriate	1	2	3	4	Very Appropriate

11. Comments:

* (Please comment regarding any questions rated as a 1.)

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EVALUATION

ESL INSTITUTE, SESSION ONE

BEFORE THIS WORKSHOP, I COULD

identify key components of a CBAE/ESL lesson	With difficulty 1	2	3	4	Easily 5
explain the coaching process process	With difficulty 1	2	3	4	Easily 5
provide feedback on ESL techniques by coaching a colleague	With Difficulty 1	2	3	4	Easily 5
use focused listening activities in my own lesson	Seldom 1	2	3	4	Often 5

AFTER THIS WORKSHOP, I COULD

identify key components of a CBAE/ESL lesson	With difficulty 1	2	3	4	Easily 5
explain the coaching process process	With difficulty 1	2	3	4	Easily 5
provide feedback on ESL techniques by coaching a colleague	With Difficulty 1	2	3	4	Easily 5
use focused listening activities in my own lesson	Seldom 1	2	3	4	Often 5

COMMENTS:

REV: 9/24/86

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DNAE

EVALUATION OF ESL TEACHER INSTITUTE

SESSION _____ FACILITATOR(S) _____

ADULT ED AGENCY _____ LOCATION _____ DATE _____

In an effort to improve our services, we are asking you to evaluate both the CONTENT of the workshop presentation and the APPROPRIATENESS of the selection of the workshop.

EVALUATION OF WORKSHOP:		(Circle Appropriate Number)				
1. Were the objectives for this presentation clear?	Vague	1*	2	3	4	Clear
2. How helpful were the activities to the attainment of the objectives?	Very Little	1*	2	3	4	Very Much
3. Was the workshop well-paced?	Poorly Paced	1*	2	3	4	Well Paced
4. Were the materials and audio visual aids used effectively?	Not Effective	1*	2	3	4	Very Effect
5. Did you understand the main concepts?	Little	1*	2	3	4	Fully
6. Are you prepared to apply the concepts?	Little	1*	2	3	4	Fully

RECOMMENDATIONS/CONCERNS/REMARKS:

7. What I found most useful was . . .

8. What I found least useful was . . .

9. What I would like more of is . . .

EVALUATION OF WORKSHOP SELECTION:

10. How appropriate was the workshop in meeting your needs?	Not Appropriate	1	2	3	4	Very Appropriate

11. Comments:

* (Please comment regarding any questions rated as a 1.)

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EVALUATION
ESL INSTITUTE, SESSION TWO

BEFORE THIS WORKSHOP, I COULD

place techniques that develop speaking skills on a contiuum	With difficulty 1	2	3	4	Easily 5
provide a progression in speaking activities from teacher-centered to student-centered with the teacher as a facilitator	With difficulty 1	2	3	4	Easily 5
distinguish between speaking techniques for lower level higher level students	With Difficulty 1	2	3	4	Easily 5
use the following speaking techniques in my own classes:	Seldom				Often
early production	1	2	3	4	5
language generating	1	2	3	4	5
drill	1	2	3	4	5
dialogue	1	2	3	4	5
pair practice	1	2	3	4	5
personalized/communicative	1	2	3	4	5

AFTER THIS WORKSHOP, I COULD

place techniques that develop speaking skills on a contiuum	With difficulty 1	2	3	4	Easily 5
provide a progression in speaking activities from teacher-centered to student-centered with the teacher as a facilitator	With difficulty 1	2	3	4	Easily 5
distinguish between speaking techniques for lower level higher level students	With Difficulty 1	2	3	4	Easily 5
use the following speaking techniques in my own classes:	Seldom				Often
early production	1	2	3	4	5
language generating	1	2	3	4	5
drill	1	2	3	4	5
dialogue	1	2	3	4	5
pair practice	1	2	3	4	5
personalized/communicative	1	2	3	4	5

REV: 10/8/86

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DNAE

EVALUATION OF ESL TEACHER INSTITUTE

SESSION _____ FACILITATOR(S) _____

ADULT ED AGENCY _____ LOCATION _____ DATE _____

In an effort to improve our services, we are asking you to evaluate both the CONTENT of the workshop presentation and the APPROPRIATENESS of the selection of the workshop.

EVALUATION OF WORKSHOP:		(Circle Appropriate Number)				
1. Were the objectives for this presentation clear?	Vague	1*	2	3	4	Clear
2. How helpful were the activities to the attainment of the objectives?	Very Little	1*	2	3	4	Very Much
3. Was the workshop well-paced?	Poorly Paced	1*	2	3	4	Well Paced
4. Were the materials and audio visual aids used effectively?	Not Effective	1*	2	3	4	Very Effect
5. Did you understand the main concepts?	Little	1*	2	3	4	Fully
6. Are you prepared to apply the concepts?	Little	1*	2	3	4	Fully

RECOMMENDATIONS/CONCERNS/REMARKS:

7. What I found most useful was . . .

8. What I found least useful was . . .

9. What I would like more of is . . .

EVALUATION OF WORKSHOP SELECTION:

10. How appropriate was the workshop in meeting your needs?	Not Appropriate	1	2	3	4	Very Appro

11. Comments:

* (Please comment regarding any questions rated as a 1.)

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EVALUATION
ESL INSTITUTE, SESSION THREE

BEFORE THIS WORKSHOP, I COULD

distinguish between reading activities for preliterates and for literates	With difficulty 1	2	3	4	Easily 5
use preliminary reading activities	Seldom 1	2	3	4	Often 5
develop language experience lessons	With Difficulty 1	2	3	4	Easily 5
develop reading activities to supplement what's in the text	With Difficulty 1	2	3	4	Easily 5
use a peer coach to provide me with objective feedback on my teaching	Seldom 1	2	3	4	Often 5

AFTER THIS WORKSHOP, I COULD

distinguish between reading activities for preliterates and for literates	With difficulty 1	2	3	4	Easily 5
use preliminary reading activities	Seldom 1	2	3	4	Often 5
develop language experience lessons	With Difficulty 1	2	3	4	Easily 5
develop reading activities to supplement what's in the text	With Difficulty 1	2	3	4	Easily 5
use a peer coach to provide me with objective feedback on my teaching	Seldom 1	2	3	4	Often 5

REV: 10/21/86

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FOUNDATION FOR EDUCATIONAL ADMINISTRATION 1985

APPENDIX D

Trainers' Colloquium
Evaluation Forms

DNAE

ESL TEACHER INSTITUTE
1986-87

May Trainers' Colloquium

EVALUATION OF WORKSHOP:	Very Little			Very Much
1. Were the objectives for this presentation clear?	1*	2	3	4
2. How helpful were the activities to the attainment of the objectives?	1*	2	3	4
3. Was the workshop well paced?	1*	2	3	4
4. Were the materials and audio visual aids used effectively?	1*	2	3	4
5. Did you understand the main concepts?	1*	2	3	4
6. Are you prepared to apply the concepts?	1*	2	3	4

RECOMMENDATIONS/CONCERNS/REMARKS:

7. What I fcund most useful was . . .

8. What I found least useful was . . .

9. What I would like more of is . . .

EVALUATION OF WORKSHOP SELECTION

10. How appropriate was the workshop at meeting your needs?	1*	2	3	4

11. COMMENTS:

(*) Please comment on any questions rated as 1.

Before this colloquium I could. . .

	Very Little			Very Much
-use the feedback form for the dialogue technique	1	2	3	4
-use the feedback form for the early production technique	1	2	3	4
-use the feedback form for the problem solving technique	1	2	3	4
-use the feedback form for the language experience technique	1	2	3	4
-use the feedback form for the information gap technique	1	2	3	4
facilitate discussions of techniques	1	2	3	4
identify key behaviors in facilitation	1	2	3	4

Now I can. . .

	Very Little			Very Much
-use the feedback form for the dialogue technique	1	2	3	4
-use the feedback form for the early production technique	1	2	3	4
-use the feedback form for the problem solving technique	1	2	3	4
-use the feedback form for the language experience technique	1	2	3	4
-use the feedback form for the information gap technique	1	2	3	4
facilitate discussions of techniques	1	2	3	4
identify key behaviors in facilitation	1	2	3	4

DNAE

ESL TEACHER INSTITUTE
1986-87

August Trainers' Colloquium

EVALUATION OF WORKSHOP:	Very Little			Very Much
1. Were the objectives for this presentation clear?	1*	2	3	4
2. How helpful were the activities to the attainment of the objectives?	1*	2	3	4
3. Was the workshop well paced?	1*	2	3	4
4. Were the materials and audio visual aids used effectively?	1*	2	3	4
5. Did you understand the main concepts?	1*	2	3	4
6. Are you prepared to apply the concepts?	1*	2	3	4

RECOMMENDATIONS/CONCERNS/REMARKS:

7. What I found most useful was . . .

8. What I found least useful was . . .

9. What I would like more of is . . .

EVALUATION OF WORKSHOP SELECTION

10. How appropriate was the workshop at meeting your needs?	1*	2	3	4

11. COMMENTS:

(*) Please comment on any questions rated as 1.

The colloquium gave me the opportunity to. . .

	Little or None			Very Much
-share 1986-87 successes across teams	1	2	3	4
-link the evaluation to the training	1	2	3	4
-provide input on the 1987-88 Institutes	1	2	3	4

Before this colloquium I could. . .

	Very Little			Very Much
identify key behaviors in facilitation	1	2	3	4
facilitate discussions of techniques	1	2	3	4
use the feedback forms to analyze techniques.	1	2	3	4

Now I can. . .

	Very Little			Very Much
identify key behaviors in facilitation	1	2	3	4
facilitate discussions of techniques	1	2	3	4
use the feedback forms to analyze techniques.	1	2	3	4